

Review Form
Core Record Review Items

Item No	Compliance Test	Compliance Standard	Legal Citations	Other Guidance	Compliant	Noncompliant	Not Applicable	Comments
2-1-1	Does the LEA provide the parent with an assessment plan within 15 days of the referral for any proposed evaluation? Is the assessment plan provided in the primary language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so? Is the assessment plan written in language easily understood by the general public?	A written assessment plan must be provided to the parent within 15 days of the date of referral for initial and three-year reevaluations. The plan is in the primary language/mode of communication of the parent.	30 EC 56321(a), 30 EC 56321(b)(1), 30 EC 56321(b)(1)(2)	Documentation in student records indicates that the parent was provided an assessment plan within 15 days of the date of referral not counting days between the pupil's regular school sessions or terms or days of school vacation in excess of 5 school days from the date of receipt of the referral, unless the parent agrees to an extension in writing. In any event, the assessment plan must be developed within 10 days after commencement of the subsequent regular school year or the pupil's regular school term within the district's calendar for each pupil referred 10 days or less prior to the end of the school year. In the event of pupil school vacations, the 15 day time recommences on the date the pupil's regular schooldays reconvene.				
2-4-1	Does the date of the IEP meeting following the three year reevaluation occur on or before the calendar date that is three years from the initial IEP meeting (or previous IEP triennial)?	Reevaluation must be completed within three years. Date of the initial or last three year IEP and the current three year IEP are within three years;	20 USC 1414(c) 34 CFR 300.321, 34 CFR 300.536(b) 30 EC 56381(a)	Look for a reassessment date indicated on IEP; verify date of initial or last three year IEP and the current three year IEP are within three years. Look for documentation of parent or teacher request for assessment prior to due date. This may trigger an early reevaluation.				
3-1-1	Is there an IEP developed and implemented for each child (including children placed by the LEA in a private school or facility), in accordance with federal and state statutes?	Every eligible child must have an IEP. Must be documented in student records.	20 USC 1412(a)(4), 20 USC 1414(d) 34 CFR 300.341 (a) (1) and (2) 30 EC 56344	Check student records for children served in district programs, county offices, charter schools, and certified nonpublic schools and agencies.				

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3-1-1.1	Is there an IEP is developed within fifty days of obtaining written parental consent to the assessment plan, unless parents request an extension?	IEP must be completed within 50 days of parent consent for assessment, not counting days between the child's regular school sessions, terms, or days of school vacation in excess of five schooldays, unless a written request for extension is on file. However	20 USC 1414 (b)(1) 34 CFR 300.535 (b), 34 CFR 300.343(b) 30 EC 56344, EC 56320, EC 56321, EC 56381	Check the date on the IEP (initial or triennial) to see that it is compliant with the timelines. If not, is there an extension document in the file? If the IEP is an annual or other periodic IEP and the child was not re-assessed, the 50 day timeline would not be applicable, since re-assessments are not required.				
3-2-1	Does the current IEP include a statement of the child's present levels of performance including how the disability affects the child's involvement and progress in the general curriculum?	The present levels of performance must be on the IEP.	20 USC 1414(d)(1)(A)(i)(I) 34 CFR 300.347 30 EC 56345	Look in the IEP. The present levels of development must also include an indication of how the child's disability, based on assessment data, will affect their performance in the general education curriculum.				
3-2-2	Does the IEP include measurable annual goals and benchmarks (short term objectives) related to the child's need, resulting from the child's disability, that will enable the child to be involved in and progress in the general education curriculum?	Must be documented in the IEP	20 USC 1414(d)(1)(A)(ii)(I) 34 CFR 300.347 30 EC 56345	A statement that addresses measurable annual goals and benchmarks (short term objectives) must be on the IEP. These goals and objectives should reflect the areas of need stated on IEP.				
3-2-3	Does the IEP include a direct relationship between the present levels of performance, any evaluations and the educational services to be provided and the student's goals and benchmarks?	There is logical consistency between the assessment report, the student's present levels of performance, annual goals and benchmarks, and services that will be provided.	5 CCR 3040(c)	There must be a direct relationship between the present levels of student performance, the goals and objectives, and the specific educational services that will be provided. that show the relationship between the educational services to be provided, the student's goals and benchmarks, any evaluations and the present levels of performance.				

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3-2-4	Does the IEP include a statement of the special education and related services and supplementary aids and services to be provided to the child or on behalf of the child?	Must be documented in the IEP	20 USC 1414(d)(1)(A)(iii) 34 CFR 300.347 30 EC 56345	The IEP must have specified special education and related services, supplementary aids and services to be provided.				
3-2-5	Does the IEP include descriptions of program modifications and support for school personnel that will be provided to enable the child to: * Advance toward attaining annual goals? * Be involved and progress in the general education curriculum and participate in extra-curricular activities? * Be educated and participate with other children with disabilities and with nondisabled children?	Must be documented in the IEP	20 USC 1414(d)(1)(A)(iii) 34 CFR 300.342(b)(3) (ii), 34 CFR 300.346(c) 30 EC 56345	The IEP includes a description of the program modifications and supports for school personnel that will be provided for the child to enable the child to advance toward annual goals; to be involved in and progress in the general curriculum and to participate in extra-curricular activities; and to be educated and participate with other disabled and nondisabled children.				
3-2-6	Does the IEP include an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and extracurricular and nonacademic activities?	Must be documented in the IEP. If the child will not participate with nondisabled children, the IEP states the reason why the child will not participate with nondisabled children in the regular class, extracurricular and nonacademic activities.	20 USC 1414(d)(1)(A)(iv) 34 CFR 300.347 30 EC 56345	The IEP states the reason why a child will not participate with nondisabled children in the regular class, extracurricular and nonacademic activities.				
3-2-7	Does the IEP include a statement of how the child's parents will be regularly informed by such means as periodic report cards at least as often as are parents of nondisabled children regarding their child's progress toward annual goals, and the extent to which that progress will enable the child to achieve the annual goals by year's end?	Must be documented in the IEP. The IEP must include a statement relating to the method and frequency by which the district will review the child's progress toward achieving each annual goal and a statement about whether the child's progress is enough to e	20 USC 1414(d)(1)(A)(viii) 34 CFR 300.347 30 EC 56345	The method may include periodic report cards; at a minimum, the frequency must be the same as parents of nondisabled children are informed of their childrens progress.				

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3-2-8	Does the IEP include a statement regarding participation in district or state-wide achievement tests?	A statement must be included in the IEP. The IEP must include a statement about the individual modifications or if the student will not participate, the reason why the child will not participate, and the alternative testing that will be taken.	20 USC 1414(d)(1)(A)(v)(I) 34 CFR 300.347 30 EC 56345	Look for other documentation of contact with parents relating to the child's participation in district or statewide achievement tests.				
3-2-8.1	* Without accommodations or modifications, or with such accommodations?	The IEP has a statement relating to accommodations or modifications, if any, that would enable the child to participate in the district or statewide achievement tests.	20 USC 1414(d)(1)(A)(v)(I) 34 CFR 300.347 30 EC 56345					
3-2-9	Does the IEP include the projected date for initiating services and modifications?	Must be documented in the IEP. The IEP has specific dates (month, day, year) for starting services.	20 USC 1414(d)(1)(A)(vi) 34 CFR 300.346 (a) (1) (iii) 30 EC 56345	Services provided by California Children's Services or County Mental Health pursuant to Government Code Chapter 26.5 must also have specific starting dates.				
3-3-5	Does the LEA provide notification to parents about their child's IEP meeting?	The district must notify parents about their child's IEP meeting. Written notification is not required. If the parent attended the IEP meeting, the district cannot be found non-compliant.		Check to see if parent attended the IEP meeting. Look for a copy of a letter to the parent in the student file or log of contact with parent. If the parent attended the IEP meeting, the district cannot be found out of compliance.				
3-3-5.1	* Does the notice of IEP meeting include an indication of the purpose, time, and location of the meeting and who will be in attendance	The district must notify parents about their child's IEP meeting. Written notification is not required. If the parent attended the IEP meeting, the district cannot be found non-compliant.	34 CFR 300.345(b)(1)(i)	The district notification to parents must indicate the purpose, time, and location of the meeting and who will be in attendance. If notification was not provided in written form, interview parents to determine if they were notified of all required elements.				

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3-3-5.2	* Does the notice of IEP meeting include information relating to the participation of other individuals on the IEP team that the parents may invite who have knowledge or special expertise about the child	The district must notify parents about their child's IEP meeting. Written notification is not required. If the parent attended the IEP meeting, the district cannot be found non-compliant.	34 CFR 300.345(b)(1)(ii)	The district notification to parents must indicate the parent has the right to invite other individuals who have knowledge or special expertise regarding the child including related services personnel as appropriate. The determination of the knowledge or special expertise of any individual described shall be made by the parent who invited the individual to be a member of the IEP. If notification was not provided in written form, interview parents to determine if they were notified of all required elements.				
3-4-1	Does the IEP team include all required participants?							
3-4-1.2	* Does the IEP team include the regular education teacher of a child with a disability, as a member of the IEP team, must, to the extent appropriate, participate in the development, review, and revision of the child's IEP?	At least one general education teacher of the child (if the child is in or may be participating in general education) participated in developing the IEP.	20 USC 1414(d)(1)(B)(ii) 34 CFR 300.344, 34 CFR 300.346 (d) 30 EC 56341(b)	Check to see if the the regular education teacher attended the IEP ; look for notices or other means to invite the teacher to the meeting. Check if the regular education teacher signed the IEP.				
3-4-1.3	* Does the IEP team include a special education teacher/specialist?	There is evidence that the special education teacher/specialist participated in the IEP.	20 USC 1414(d)(1)(B)(iii) 34 CFR 300.344(a)(3) 30 EC 56341(b)	Look for a signature on the IEP or a notice of invitation to the meeting.				
3-4-1.4	* Does the IEP team include a representative of the LEA who is qualified to provide or supervise specially designed instruction for children with disabilities, and who is knowledgeable about the general curriculum and the resources of the LEA?	There is evidence, such as a signature on the IEP, that a district representative attended the IEP.	20 USC 1414(d)(1)(B)(iv) 34 CFR 300.344 31 EC 56341(b)	This representative has the authority to commit the resources of the LEA on behalf of the child. Look for a signature on the IEP.				

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3-5-1	Does the IEP team consider for each student, whether assistive technology and services are needed?	The IEP team considers whether the student required assistive technology and services.	20 USC 1414(d)(3)(B)(v) 34 CFR 300.346(a)(v)	Look in the Assessment Report and IEP for a statement regarding any assistive technology and services needs. IEP will specify, when appropriate, the need for assistive technology. The IEP may include a check box or list of potential assistive technologies and services that may be checked.				
3-6-1	For students beginning at age 14, or younger if appropriate, and annually thereafter, does the IEP contain a statement of transition service needs of the student in his/her courses of study such as advanced placement courses or vocational education?	Must be documented in the transition section of the IEP for all students with disabilities 14 years old, or younger if appropriate.	20 USC 1414(d)(1)(A)(vii)(I) 34 CFR 300.347 (b)	The IEP must contain a statement of needed transition services that focuses on the student's courses of study (such as participation in advanced placement courses or a vocational education program)				
3-6-2	For students at age 16 or younger, if appropriate, does the IEP describe needed transition services?	Must be documented in the transition section of the IEP for all students with disabilities 16 years or younger, if appropriate.	20 USC 1414(d)(1)(A)(vii)(II) 34 CFR 300.347 (b)	The IEP must contain a statement of needed transition services that focuses on the student's courses of study (such as participation in advanced placement courses or a vocational education program)				
3-6-2.1	* Are transition services designed within an outcome-oriented process - promoting movement of the student from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation?	Student's post-school goals must be documented in the IEP and the transition services must reflect those goals.	20 USC 1402 (30) 34 CFR 300.29	Look for the courses of study that support the student's post school goals.				
3-6-2.2	* Are transition services reviewed annually?	Must be documented in student record	20 USC 1402 (30) 34 CFR 300.347 (b)	Look in the student record for evidence that the IEP is updated annually regarding transition services. Check the prior year IEP to examine changes from the prior year.				

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3-6-2.3	* Do transition services promote movement of the student from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation?	Must be documented in student record	20 USC 1402 (30) 34 CFR 300.29	Look on the transition plan for the student's post-school goals after high school. Can staff describe transition services as a coordinated set of activities that is designed as an outcome oriented process, that promotes movement from school to post school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation?				
3-6-2.4	* Are transition services based on the individual student's needs, taking into account the student's preferences and interests?	Must be documented in the student's IEP.	20 USC 1402 (30) 34 CFR 300.29	Look for evidence that transition services are based on the individual student's needs taking into account the student's preferences and interests.				
3-6-2.5	* Does the IEP include a statement of the needed transition services in all required areas?	Must be documented in student record	20 USC 1402 (30) 34 CFR 300.29	Look in the IEP for activities, services, annual goals and short term benchmarks or objectives in the IEP that support post-school goals. Can staff describe the various transition service areas of... instruction, related services, community experiences, employment development, other post-school adult living objectives and if appropriate, daily living skills and functional vocational evaluation?				
3-6-2.5.1	* Instruction,	Must be documented in student record	20 USC 1402 (30) 34 CFR 300.29	Look for the student's attendance at the IEP, interview or interest inventories.				
3-6-2.5.2	* Related services,	Must be documented in student record	20 USC 1402 (30) 34 CFR 300.29	Look in the transition section of the IEP for services to support the post school goals				

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3-6-2.5.3	* Community experiences,	Must be documented in student record	20 USC 1402 (30) 34 CFR 300.29	Look in the transition section of the IEP for services to support the post school goals				
3-6-2.5.4	* Development of employment,	Must be documented in student record	20 USC 1401 (30) 34 CFR 300.29	Look in the transition section of the IEP for services to support the post school goals.				
3-6-2.5.5	* Post-school adult and living objectives, and	Must be documented in student record	20 USC 1401 (30) 34 CFR 300.29	Look in the transition section of the IEP for services to support the post school goals				
3-6-2.5.6	* If appropriate, daily living skills and functional vocational evaluation?	Must be documented in student record	20 USC 1401 (30) 34 CFR 300.29	Look in the transition section of the IEP for services to support the post school goals				
3-6-2.5.7	* The interagency responsibilities or any needed linkages to implement the transition activities?	Must be documented in student record	20 USC 1414(d)(1)(A)(vii)(II) 34 CFR 300.347(b)(2)	Look in the transition section of the IEP for services to support the post school goals, including, if appropriate, a statement of interagency responsibilities or any needed linkages				
4-1-2	Does the LEA ensure that an IEP is developed, reviewed and revised for each child with a disability?	Records, documentation and interviews must indicate that an IEP is developed, reviewed and revised for each child with a disability.	34 CFR 300.128 30 EC 56205	Check to make sure that every child has an IEP, that it is reviewed as required and as requested, according to requirements and that revisions are made in response to changing needs				
4-1-4	Are a variety of related services, and other supportive services provided based on student's needs as required to assist a child with a disability to benefit from special education?	Records, documentation and interviews must indicate that there are a variety of services provided, that they are based on the students needs, and that they assist the child to benefit from special education	34 CFR 300.24, 34 CFR 300.350	Check to make sure that a variety of services are provided if that is appropriate, that they are based on the student's needs, that all of the needs may have been addressed, and that they provided in order for the student to benefit from the specially designed instruction (and ultimately) progress in the general curriculum. Can staff confirm that there are a variety of special education and related services available and provided to students?				

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4-1-8	Is the IEP in effect before special education and related services are provided to a child at the beginning of each school year?	Must be documented in student record	20 USC 1414(d)(2)(A) 34 CFR 300.342	IEP start date indicated on the IEP.				